

The background of the slide is a solid orange color with a subtle gradient. It is decorated with various silhouettes of autumn leaves in a lighter shade of orange, scattered along the left and right edges.

Module Four

External Leadership

Wendy Edney, Ed.D.

Announcements

- TaskStream
 - Refinement process begins
- Doug Kinsman
 - <http://youtu.be/Lm94OTtzwkY>
- Discussion Board Responses

Referencing the Literature

- APA

- <http://apastyle.org/>

- <http://apastyle.org/learn/tutorials/basics-tutorial.aspx>

External Leadership

- Topics:
 - Federal, State, and Local Mandates
 - Federal Title Programs
 - State Career and College Promise
 - Local School and Community Engagement
- Related Readings
- APA Tutorial
- Artifact 5B: Needs Assessment

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Federal Mandates

- Discuss Federal Title Programs and Assignments
- <http://www.ncpublicschools.org/federalprograms/>

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Federal Mandates

- *Supplant*: To take the place of. Federal funds must supplement and not supplant state or local funds. Federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars.

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Career and College Promise

- <http://www.ncpublicschools.org/docs/stateboard/meetings/2011/10/gcs/10gcs03.pdf>

External Leadership Career and College Promise

1. College Transfer Pathway – College Transfer
2. Career and Technical Education Pathway – Certificate, Diploma, or Degree
3. Cooperative Innovative High Pathway

#1 - College Transfer Certificate Pathway – Eligibility

- Junior or senior
- Weighted GPA of 3.0
- College readiness in English, reading, and mathematics

#1 - College Transfer Certificate Pathway –Requirements

- Progress toward HS graduation
- 2.0 GPA in college coursework
- Must enroll in one College Transfer program of study
- May enroll in both a College Transfer program and a Career Technical Education program of study

#2 - Career and Technical Education Pathway – Requirement

- Career cluster alignment

#2 - Career Technical Education Pathway –Eligibility

- Junior or senior
- Weighted GPA of 3.0
- Have the recommendation of the high school principal
- Meet the prerequisites

#2 - Career Technical Education Pathway – Other Requirements

- Consideration of PLAN scores
- Partial or full fulfillment of a four-unit career cluster
- Maintain eligibility
- Make progress to HS graduation
- 2.0 in college coursework

#3 - Cooperative Innovative High School Programs

- Same as before

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School and Community Engagement

- Read the article below written by an affiliate of the U.S. Chamber of Commerce. Using the discussion board, write a 1-2 paragraph reflection. How did this make you feel as an educator? What parts did you agree with? Disagree with? Are there implications for your school district? Which model do you feel is the strongest?
- "Partnership Is a Two-Way Street: What it Takes for Business to Help Drive School Reform," by the Institute for a Competitive Workforce, June 2011
- http://icw.uschamber.com/sites/default/files/Partnership%20is%20a%20Two%20Way%20Street_2011.pdf

Artifact 5B: Needs Assessment

- The candidate will develop a needs assessment based on the results of the TWCS data. The needs assessment should include a background description of the setting, a clear statement of the purpose of the needs assessment, a list of participants who participated during the needs assessment process, and at what stage of the process the participants were active, an analysis of the findings, and a set of recommendations that identifies strategies that will help lead the school to a safer, more culturally diverse environment for teaching and learning. The needs assessment will be the first of three analyses that contribute to the Cultural Advocacy Action Plan (CAAP).

What is a Needs Assessment?

- A form of evaluation that assesses the nature, magnitude, and distribution of a social problem; the extent to which there is a need for intervention; and the implications of these circumstances for the design of the intervention.
 - *Evaluation: A Systematic Approach*, Rossi, Lipsey, and Freeman, 2004

Steps in Analyzing Need

1. Identification of users and uses.
2. Description of the target population and service environment.
3. Need identification.

4. Needs assessment.

5. Communication.

● *Need Analysis: Process and Techniques*, Jack McKillip, 1998

Examples of Needs Assessments

- Survey
 - Paper/Pencil
 - Electronic (ex. Zoomerang)
- Focus Group
 - Example of meeting agenda
 - Introduction of purpose and participants
 - Ask participants for their views on the issue
 - Probe for reasons behind their views
 - Ask for ideas to overcome barriers
 - Debrief and wrap up

Evaluation: A systematic approach, Rossi, Lipsey, and Freeman, 2004

Create good questions

- Consider ordinal scale questions (an ordered set of answer categories)
 - Examples
 - Levels of satisfaction (completely satisfied, very satisfied, somewhat satisfied, not at all satisfied) or
 - Frequency of behaviors/events (all of the time, most of the time, some of the time, none of the time)

Guidelines for writing questions

- Make sure the question applies to the respondent
- Make sure the question is technically accurate
- Ask one question at a time
- Use simple and familiar words
- Use as few words as possible to pose the question
- Use complete sentences with simple sentence structures
- Make sure “yes” means yes and “no” means no

Pages 79-88 of *Surveys-The Tailored Design Method* by Dillman, Smyth, and Christian

Artifact 5B

- Peer Review

- Rather than convene a team of colleagues within your school to serve as your participants, we are going to divide into teams and help each other.
 - Team #1: Laura Huneycutt, Elizabeth Safrit, Doug Kinsman, Jennifer Bowe
 - Team #2: Rachel Shepherd, Jennifer Treva, Camille Lee, Cher Delapp
 - Team #3: Amanda Swartzlander, Melissa Hedt, Jakara Heyward, Dustin Stamey
 - Team #4: Donna Howell, Evette Rawls, Michelle Winesett, Altavise Gibbs

Artifact 5B: Expectations & Evidences

- [Link to E & E document](#)

Artifact 5B

- Note that one of the cultural evidences relates specifically to diversity and equity so make sure to include that as a part of your needs assessment:
 - Recommendations must include strategies that improve the school environment for teaching and learning with attention paid to issues of diversity and equity.

Artifact 5B: Grading Rubric

| Assignment | Description | Emerging | Developing | Proficient | Accomplished |
|---|--|--|---|---|---|
| Part B: Needs Assessment | The candidate will develop a needs assessment based on the results of the TWCS data. The needs assessment should include a background description of the setting, a clear statement of the purpose of the needs assessment, a list of participants who participated during the needs assessment process, and at what stage of the process the participants were active, an analysis of the findings, and a set of recommendations that identifies strategies that will help lead the school to a safer, more culturally diverse environment for teaching and learning. The needs assessment will be the first of three analyses that contribute to the Cultural Advocacy Action Plan (CAAP). | Needs assessment minimally references TWCS data analysis developed in Part A. The process of collaboration to develop the needs assessment is present. Recommendations based on identified needs include minimal strategies that improve the school environment for teaching and learning. | Needs assessment references TWCS data analysis developed in Part A. The process of collaboration to develop the needs assessment is outlined. Recommendations based on identified needs include some strategies that improve the school environment for teaching and learning with some attention paid to issues of diversity and equity. | Needs assessment clearly references TWCS data analysis developed in Part A. The process of collaboration to develop the needs assessment is delineated. Recommendations based on identified needs include strategies that improve the school environment for teaching and learning with attention paid to issues of diversity and equity. | Needs assessment clearly references TWCS data analysis developed in Part A. The process of collaboration to develop the needs assessment is delineated and includes descriptions of working through issues of discord, inclusion of diverse opinions, and steps toward achieving consensus. Recommendations based on identified needs include strategies that improve the school environment for teaching and learning with attention paid to issues of diversity and equity. |

Work with Administration

- As with all artifacts, continue to work closely with your school's administration. Make them aware of your work. Seek their advice.

Related Readings

- Ubben
 - Chapter 15: The School and the Community
- Aldridge
 - Chapter 3: Rights of Stakeholders in Education
 - Chapter 8: Social Promotion, Retention, and Alternative Possibilities
 - Chapter 11: Working with Families

Due Date

- All parts of Module Four are due by midnight:
 - Sunday, October 23, 2011



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